

PATHS TO THE PERSON

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PATHS TO THE PERSON

COMMUNITY ASSIGNMENTS IN ACHIEVING
INDIVIDUAL PREVENTION GOALS

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*To the Holy Father John Paul II
- Servant of the dignity of the human person -
the Founder of the Pontifical Council for Health Care Workers*

Chapter XVII

School

(IWONA NIEWIADOMSKA)

This article suggests introducing the promotion of health into the school environment. Current preventive measures implemented among young people are criticized for a few reasons. They are criticized above all due to the fact that they do not offer system solutions but are an effect of a momentary sensitivity to young people's deviant behaviours. The programmes introduced are not usually based on a reliable assessment, which results in them overlooking subjective and environmental factors leading to disturbances in the psychosocial functioning of a young person. The lack of the long-term nature of the current programmes is connected with the fact that they are not brought to the next stage and they are not subject to any evaluation. Preventive influence is distinguished by its "isolationism" – there are different programmes realized in the same place by different subjects but there is no agreement or cooperation between them. Despite vast amounts of money allotted to training courses for specialists in prevention, after having acquired the necessary qualifications, the specialists in question conduct classes with a different audience – so, practically, they do not make use of the acquired skills in work with the young people who are at risk of a deviant lifestyle. It should be emphasized that the programmes implemented in state schools more often than not constitute sets of information and activities which are hardly connected with the conditions leading the young generation to destructive behaviour (Urban 2004, p. 215).

On the basis of these arguments we may conclude that the promotion of a constructive lifestyle in the school environment must be planned and then consistently implemented in a definite time span. People responsible for preventive action should therefore formulate a plan comprising the following issues (Gaś 1993, pp. 53-58):

- preventive needs assessment,
- theoretical bases of the implemented preventive strategies,

- determination of the goals,
- turning preventive goals into tasks for the executors,
- step-by-step planning of each task fulfilment,
- analysis of human and financial resources which will condition an efficient and effective implementation of the programme,
- determining the help needed from outside,
- establishing the criteria on the basis of which the effectiveness of a given preventive programme will be assessed,
- determining potential risks and difficulties which may come up in the course of the programme implementation,
- devising the final plan of action.

The outline of formulating preventive programmes presented above will be illustrated on the example of smoking prevention in the school environment.

1. The Assessment of Students' Prevention Needs

People act on the basis of their own definitions of the situations in which they find themselves. In the process presented here, a vital role is played by attitudes, which reflect a lasting assessment of people, objects, events and ideas. The existence of a given attitude is conditioned by negative or positive emotional reactions towards the subject of the attitude, thoughts and beliefs about the subject of the attitude and observable behaviour towards the subject of the attitude (Aronson et al. 1997, p. 314).

The assessment of the students' attitudes towards smoking was made on the basis of an analysis of the results of 63 fourteen-year-olds being tested. The tests were random and anonymous. The students expressed their attitudes towards smoking tobacco, presented their opinions of their peers', parents' and teachers' attitudes towards smoking. The tests comprised 16 open questions.

The tested youngsters' attitude towards smoking. The question "Have you ever tried smoking cigarettes?" helped us to assess the number of people who have already tried smoking. On the basis of the information gained, we found that over 50 percent of youngsters from our random sample have already experimented with smoking. The findings divided the young people into two groups:

- 32 students who have tried smoking,
- 31 students who have not experimented with smoking.

The analysis of the circumstances which create favourable conditions for attempts at smoking enabled us to conclude that young people turn to smoke when they feel they are not being watched by adults. The first contacts with cigarettes are encouraged by informal meetings – especially peer group parties and the way young people spend their free time, including holiday trips, during which young people want to experience something new and abandon their usual mode of behaviour at home and school. The circumstances of smoking presented here are close to the findings of Wojtowicz (1999, p. 3) who tested 180 students from a medical school, medical college and a secondary school. When asked: “In which situations do you smoke?”, most students answered that they smoke at parties. Evaluating the phenomenon of smoking cigarettes, it should be emphasized that peers often “infect” their school friends with deviant behaviours (Kozaczuk 1990, p. 105). The data above also suggest that families monitor the way children spend their free time to a very small extent. Insufficient monitoring results in children escaping their parents’ control, which consequently increases the risk of overstepping social norms, including experiments with psychoactive substances.

A quest for the answer to the question “Why do young people smoke?” is also an interesting problem. Both of the tested groups – smoking and non-smoking – believe that smoking cigarettes is usually motivated by:

– **Willingness to prove one’s maturity** – this kind of motivation arises from the fact that in society there is a general acceptance of certain behaviours which are recognised as typical for adults. Teenagers who smoke gain the sense of being adult – and therefore independent and self-reliant (Gaś 1994a, p. 76).

– **Manifestation of solidarity with peers** – this motive serves the purpose of winning a sense of belonging to a peer group or identification with teenage community. Communities of friends play an important role in the process of socializing children. There are situations, however, when a deviant peer group may cause a child’s corruption – especially when its members constitute the most important guiding light (Kozaczuk 1990, p. 105; Hołyst 1999, p. 651).

– **Demonstration of important attributes of one’s identity.** In this way one may get the label of a “tough guy” or a “good sport”. B. Hołyst (1997, p. 183) says that smoking cigarettes is a rare phenomenon among students from lower school and it is usually connected with learning difficulties and disapproval of a considerable group of peers. The phenomenon of smoking among adolescents, on the other hand, is a group experience and is connected with a strong need to gain peer approval and increase

one's self-confidence, demonstrating at the same time one's independence from the adult world.

– **Reduction of fear or frustration** connected with failures at school or inability to measure up to one's parents' expectations. Contemporary schools place particular emphasis on intellectual education overlooking the promotion of emotional, moral and spiritual development. Fundamental school factors which make children and teenagers experiment with chemical substances are (Karpowicz 2001 p. 20): a) exerting tremendous emotional pressure on students in the form of chronic stress, b) marks in school education, which are the basic means to assess a student's value simultaneously passing over or underestimating his emotional and spiritual life. The effect of promoting the development of intellect at the expense of more creative aspects of personality is frustration resulting from the need to be a member of the school community. It should be noticed that stress always accompanies the process of education. However, being faced with difficult situations too frequently may lead to suppression of the child's adaptational skills because difficult situations disturb the harmony between the child's needs, his activities and the conditions of his activities. The disturbance of harmony between the person who is being educated and the educational environment usually starts from a gentle form of maladjustment manifestation, smoking being one of them (Hołyst 1999, p. 650). The person who is to overcome stress may develop negative as well as positive strategies in managing stress. Withdrawal (avoiding or withdrawing from difficult situations), diverting attention (diverting one's attention from the source of stress by means of setting a mood of fun or deprecating the danger, the goal of action or the possibility of failure) and identification with a negative group assuring a sense of safety count as destructive remedial measures (Oniszczenko 1993, pp. 72-74). Apart from the ways of managing difficulties mentioned above, there are also constructive strategies, which one should resort to when introducing teen smoking prevention (Oniszczenko 1993, pp. 72-74): a) relieving tension by means of an intensive physical effort, b) gaining experience through developing one's competence, c) searching for information concerning the event, d) searching for information concerning the situation, e) using other people's help.

– **Defiance of adult authority and conventional society**, whose norms and values are questioned by the young generation. This type of motivation is connected with the myth of a financially independent person who has money, a car and is surrounded by young girls. Young people are willing to assume "swanky" attitudes negating social values (Kozaczuk 1990, p. 105).

Another problem concerned the answer to two questions: how much do young people know about the effects of smoking? Does the level of knowledge about the problems connected with using nicotine and other substances contained in cigarettes have any influence on refraining from smoking?

On the basis of the information gathered it was noticed that the knowledge concerning the effects of smoking in the smoking and non-smoking group is similar. The subjects are aware of the fact that smoking cigarettes is harmful to health – it increases cancer incidence, hinders growth in adolescence, causes respiratory system disorders. Information given by the subjects is too general, superficial and concise. What is especially striking in their answers is the lack of systematic and organised knowledge of psychological, physiological and social effects of the addiction to these agents. We should now quote the conclusions reached by D. Wojtowicz (1999, p. 3) who, on the basis of her research, concluded that there are fewer smokers among medical school students than ordinary secondary school students and that medical school students pay more attention to the harmfulness of smoking. We may conclude, therefore, that intentional and systematic information about the causes, course and effects of such behaviours play an important role in smoking prevention.

Parents' attitudes towards smoking. Family constitutes the most significant environmental factor in the development and shaping of young people's attitudes (Dyczewski 1994, p. 19). An important question arises in the context of the role which is played by home in the shaping of children's behaviours: Is the parents' attitude towards smoking different in the smoking and non-smoking group of students? On the basis of the information gathered it was found that the parents' attitudes towards smoking in our subject groups were in inverse proportion. Only 19 percent of the smoking students have non-smoking parents and in the majority of cases both parents smoke. Whereas non-smoking students' parents present mostly non-smoking attitudes – with 65 percent of non-smokers and only 13 percent of the households with both parents smoking. It should be emphasized that smoking parents constitute the most serious risk factor for their children's nicotine initiation (Hołyst 1997, p. 180). Smoking addiction is called a "family syndrome" for two reasons. The first is that the frequency of smoking nicotine by each member of the family is strongly correlated with the frequency of smoking cigarettes by the rest of the family. The second reason is that the risk of young people starting regular smoking depends on the number of regular smokers in their families (Hołyst 1997, p. 181). The above data suggests that in smoking prevention in the school environment one should also consider the issues connected with smoking

prevention at home, which consists mainly in making parents aware of how important their own behaviour connected with such substances is.

Teachers' attitudes towards smoking. Teachers' chief qualities should be wisdom, seriousness, straightforwardness, patience, sincerity and inner strength. Thanks to these qualities, teachers motivate their students to learn and act. They also instill in their students respect for themselves. This means that people who are well prepared for their jobs guarantee that they will have beneficial influence on the shaping of the child's goals and ideals (Dąbrowski 1974, pp. 95-96). In this context one should ask: What is teachers' attitude towards smoking in the subjects' opinion?

- Most students believe that their teachers are sensitive to this problem but have no chance of preventing it. Therefore, they concentrate mostly on persuading young people to change their attitude towards nicotine.

- Another strategy reported by the subjects is teachers' lack of interest in adolescents' smoking problem (*They do nothing. They pay no attention.*).

- The third strategy consists in administering punishment for contravention of bans on taking such substances.

- The fourth attitude adopted by teachers is characterized by their inconsistency towards the issue (*They say that smoking is harmful but they smoke anyway.*).

The students' opinions confirm what experts say: school preventive programmes are ineffective. The lack of effectiveness here results from teachers not being prepared for health promotion. On the basis of the information gathered, we may conclude that teachers' preventive competence should be increased as they often want to prevent negative phenomena in school environment but they do not know effective ways of doing so.

Summing up, our first point dealing with the formation of preventive programmes we should pay attention to the fact that mere experimenting with cigarettes may develop into nicotine addiction in three ways (Hołyst 1999, p. 646):

1. as established reactions to stressful situations – smoking may be a manifestation of behaviours aimed at decreasing frustration by means of relieving inner tension;

2. when a child learns norms and behaviours favouring smoking from his closest environment – the process of learning is connected with the mechanism of identification with important people as well as the internalization of the conditions and norms professed by the child's closest environment;

3. as a result of habitual reactions which are contrary to social norms.

In connection with the presented facts, our conclusions will concern the needs not only of the students but also those of their parents and teachers – needs which we should take into account in smoking prevention programmes at school.

Diagnosis of students' needs:

- gather information concerning the causes, course and effects of smoking addiction,
- allow the students to belong to peer groups in which they may acquire norms and values and at the same time enhance a sense of autonomy and independence,
- manage free time effectively,
- develop positive strategies of stress management,
- acquire skills in criticism as well as in distancing oneself when taking decisions,
- achieve higher competence in selected fields of interest so as to win social approval and strengthen a positive self-portrait.

Diagnosis of parents' needs:

- gather information concerning the causes, course and effects of smoking addiction, with a particular emphasis placed on one's own example in the shaping of one's children's attitudes,
- acquire skills in showing feelings and supporting children,
- achieve competence in assuming proper control over one's children's free time, selection of friends and behaviour.

Diagnosis of teachers' needs

- gather information concerning the causes, course and effects of smoking addiction,
- develop coherent non-smoking attitudes,
- increase preventive skills.

2. The Theoretical Basis of the Implemented Prevention Strategies

The initiation of school prevention is justified by the fact that adolescence is naturally connected with entering the world of new experiences and getting to know new values. Young people experience changes in the look of their bodies, acquire concrete and formal thinking abilities and they finally become a part of adult world. However, adolescence is also

connected with going through a number of internal contradictions – for example (Macacci et al. 1996, pp. 76-82):

- between self-reliance and dependence on their family,
- between anxiety about one's own initiative and securing one's own separate existence.
- between the tendency towards self-criticism and criticism of the outside world and the inclination towards idealism and a quest for higher values.

The age of puberty is also often described as adolescent crisis due to a series of abrupt and simultaneous changes which are (Orwid, Pietruszewski 1996, pp. 89-93):

- **biological** – fast growth, changes in body shape, changes in facial features, disproportionality, development of secondary and tertiary sex characters are the cause of young people's concentration on their own body and its functions;

- **psychological** – existential questions, shaping one's own outlook on life, creating an independent system of judgment and values, excessive criticism, youthful idealism, need for self-analysis, planning different roles and achievements, rebellion against former authorities, extreme fluctuation of emotion;

- **social** – expanding interpersonal contacts, functioning in formal and informal peer groups, experimenting with new roles.

E. Dulit (1979, p. 58) defined adolescence as a human, psychological response to the strike of biologically determined puberty events. This response is set in culture and it is shaped by it. It results from the fact that culture consists in an incessant dialogue between generations where the generation reaching the threshold of adulthood must separate and become independent from the previous generation, but this separation cannot be a severance. It is only a significant and open dialogue that ensures the possibility of continuation and reconciliation between the generations which are equal partners that create one and the same culture. A vital role in the dialogue between generations is played by the school environment.

The phenomenon of "criminal career" is another important argument for seeking new solutions in school health promotion. The notion means permanent functioning in a corrupted environment as a result of a personal choice or "being pushed" into such environment by social stigmatization (Błachut et al. 2001, p. 312). Subjective factors, which remain from the early stages of one's development, are essential in the process of such a career coming into being. The role of personality variables which initiate criminal behaviours is accurately reflected in the statement: "an anti-social child tends to become an antisocial teenager and then an antisocial

adult, just as an antisocial adult then tends to produce another antisocial child” (Farrington 2002, p. 658). Empirical tests results indicate the following risk factors in childhood and adolescence which have a considerable influence on the initiation of lasting deviant attitudes (Piquero 2000, p. 104; Benda et al 2001, p. 603; Cottle et al 2001, pp. 367-394; Silver, Chow-Martin 2002, p. 559; Piquero et al 2004, pp. 412-435; Benda 2005, p. 338):

- escalation of psychological problems;
- preference for hedonistic values;
- difficulties in interpersonal relations – especially disturbances in bonds with parents which result from mistakes in upbringing and/or emotional rejection by parents;
- difficulties at school and/or educational defeat in the form of repeating grades or abandoning education altogether;
- disorder in social functioning – frequent deviant behaviours, including signs of aggression;
- taking alcohol and/or other psychoactive substances;
- involvement in youth gangs;
- early criminal initiation;
- high frequency of punishable offences treated as a way to achieve personal success;
- stay in care or rehabilitation centres.

The risk factors mentioned above confirm the evolutionary stand in criminological research, which assumes that criminal career is a kind of development proceeding from a state of relative globalization to a state of relative differentiation, articulation and hierarchic integration. Some people go through three stages in their criminal career – activation, escalation (various activities against the law) and desistance due to the feeling of surfeit. There is a category of offenders, however, who do not go through the stage of cessation from criminal activity. In such cases chronic crime develops, which is sustained for most of such an individual’s adult life (Urban 2000, pp. 126-127).

The significance of early risk factors in destructive lifestyle has been confirmed by research into recidivism patterns. The results enabled the researchers to distinguish multiple offenders with early (before they are 18 years old) and late (not before they are 21 years old) beginning of criminality. Recidivists from the first group constitute a higher degree of threat to the law on account of a bigger frequency of unlawful acts and serious crimes. Offenders who started their criminal career early are characterised also by a high intensity of psychosocial functioning problems – addiction to psychoactive substances (especially alcohol), symptoms of depression,

hostility towards or mistrust of people around them, a feeling of alienation, interpersonal conflicts, personality disorders (especially of antisocial, borderline and schizothymic nature) and frequent aggressive behaviours. Repeated offenders from the other group, on the other hand, constitute a smaller threat to the society because of a lower intensity and low social noxiousness of their offences. Moreover, they do not usually suffer from psychological problems and if they take psychoactive substances, it rarely leads to disturbances in social functioning (Ostrihanska 1976, pp. 75-87; Kjelsberg 2004, pp. 261 -269; Błachut et al 2001, pp. 310-312).

The process of school education is burdened by two basic mistakes. On the one hand, the child is compared with his peers in terms of specific characteristics and on the other, it is assumed that an ideal student is an excessively adapted child who is kind, diligent and receives very good grades in all subjects. Therefore, students who display one-track interests and talents, independence in behaviour and uneven rhythm of work often get a negative opinion. In connection with the presented problems there arises a question: What should the role of school consist in so that it educates and supports students' development?

In personalism there prevails the idea of so called "new schools", in which active teaching methods that respect students' subjectivity and ensure students' development are introduced. The school's fundamental role is not overlooked, but it needs to be integrated with other educational environments – home and local community above all. The utmost attention is focused on the student's existence which is to be full of values. The problem of responsibility, sense of duty and human dignity is especially emphasized. Rejecting the concept of school "neutral" about moral values, a relationship between teaching and upbringing is stressed (Nowak 1992, p. 17). The goals of the "new school" should therefore be focused on shaping children's character, their interests, talents and spontaneity. It is in this place precisely that a person should, on the one hand, experience tolerance, brotherhood and respect for culture, and on the other, understand and appreciate the value of effort, work, cooperation, and mutual support (Dąbrowski 1974, p. 95).

School cannot substitute for the family in the process of upbringing a young person. It should, however, supplement it. One of the most important tasks of the school environment is to help shape young people's moral and ideological attitudes which predispose them to a specific perception, way of thinking, judging and behaviour towards themselves, others and the world that surrounds them (Dąbrowski 1974, p. 96). Children who have particular adaptation difficulties should be able to count on individualisation in education, encouragement to positive action as well as the teacher's

supportive presence in situations which are difficult for them (Ostrowska 1990, p. 171).

The shaping of young people's constructive behaviours should take place not only during their compulsory classes, but also by means of engaging them in extra-curricular activity. Organizing students' free time may be (Roykiewicz 1979, p. 238):

- educational (selfless and unforced broadening of one's intellectual horizons – activities which are connected with fulfilling one's cognitive needs and gaining new experiences),
- educative (assimilating or instilling in others some worldview standards, norms of behaviour and co-existence; activities connected with fulfilling one's need to inform others, to create, to experience approval and acknowledgement from others and the need to take care of others),
- encouraging integration (fulfilling one's needs to belong, to be recognised),
- recreational (activities enabling one to rest mentally and/or physically; activities connected with fulfilling one's need to have fun and rest),
- cultural (creating or assimilating cultural values),
- compensatory (filling in existing shortages – for example of knowledge).

Adolescents' spontaneous initiative should be an important element of the implemented programmes. Thanks to this, the promotion of health constitutes a task for the whole school environment.

Considerable achievements in prevention in school environment were made in the United States – the first ever such programme was promoted there in the 1980s. Its initiation was accompanied by the assumption that school programmes may contribute to shaping teenagers' constructive attitudes as a result of giving students a chance for their individual success and creating an environment which promotes constructive development. At present, preventive programmes are not common in American schools – they are carried out locally and are adapted to particular needs. Each of the programmes, however, must meet certain standards – qualified staff, careful plans of the strategies employed, freedom to join the programme and local community's participation in the activities (Cox 1999, pp. 323-324).

Another example of systemic influence on the promotion of young generation's healthy lifestyle are the solutions suggested by the Ministry of Education in Brandenburg, Germany. In order to reduce the risk of deviant behaviours among young people, the Ministry introduced (Kube 1997, p. 177):

- 1) support for local activities whose aim is to change social norms,
- 2) broadening of pedagogic offers going beyond the curriculum of compulsory teaching – for example organizing all-day schools,

- 3) training courses for teachers developing their preventive competence,
- 4) intensification of pedagogical and psychological counselling in schools,
- 5) regular cooperation with local communities (for example local governments, schools, churches, social organizations) in organizing extramural activities for students,
- 6) regional experience sharing in juvenile delinquency for public order services.

One of the basic strategies of this programme is to reduce unemployment among young people. Precise regularities regarding negative effects of unemployment are not known but research suggests two conclusions. The first shows that a deviant lifestyle may be the cause of becoming unemployed and the other suggests that together with destructive attitudes there appears unemployment of people who have been expelled from their schools or who simply gave up school. One of the programme's suggestions is alternative work, which may contribute to an increase in emotional and social stability. Improving one's skills or "training in advance" serve the same purpose in the situation of social inactivity. The German programme also encompasses different forms of preventive activity on the part of local community, among which there are (Kube 1997, pp. 180-182): a) constructive free time organization for teenagers during school year, b) ideas for winter breaks and holidays, c) providing entertainment facilities, d) street work, e) providing accommodation for teenagers who have run away from home with no unnecessary formalities.

3. The Goals and Tasks of School Prevention

On the basis of the diagnosis made, we may frame two preventive objectives:

1. Promotion of physical and mental health among students. The fulfilment of this aim may be achieved through creating conditions of a "positive infection" in school environment and local community. Engaging students in pro-social activity should be helpful in shaping a hierarchy of values where basic needs are subject to higher needs and goals – for example sensitivity to the needs of others, ability to sacrifice oneself, sensitivity to beauty, work on oneself and cooperation with others.

2. Identification of smokers who experiment with nicotine. Organizing classes for them so as to reduce the risk of nicotine addiction. Classes with students who are at risk from nicotine addiction should be

concentrated on developing attitudes of approval of oneself and others, teaching responsibility when making decisions, encouraging reflection on significant goals and values in life as well as holding on to them in every day life. People at risk from nicotine addiction should also develop skills in defying individuals and groups who display deviant behaviours.

Another step in the shaping of the school preventive programme consists in translating the objectives into specific action. **The first goal** – the promotion of physical and mental health among students – may be reached by means of information programmes at school and in local community, operating after-school clubs, support groups organized to help students develop their interests, psychological counselling for students, environmental system of awards for the promotion of health, a school system of punishment for violating the bans on smoking by students and teachers, and encouraging students to participate in formal youth movements in the local community.

School information programme about the causes, dynamics and effects of tobacco addiction may be run in the form of:

- a series of classes during teacher-student forum periods at school
- each of the students may for example gather information on the subject of multidimensional effects of smoking cigarettes; the classes may be conducted as if they were trials, in which a cigarette is “the defendant”, a group of students presents incriminating evidence, another group acts for the defence and yet another group constitutes the jury whose task is to pronounce a sentence for the cigarette in a particular class; the teacher should perform the role of the judge and the executor of the verdict passed by the jury. The transcript of court proceedings should be put up on a school notice board;
- a series of biology and chemistry classes during which physiological influence of tobacco on all the systems of the human body should be thoroughly discussed;
- putting up posters, distributing leaflets and brochures which present the consequences of using tobacco and encourage young people to lead a healthy lifestyle.

Local information programme about the causes, dynamics and the effects of tobacco addiction in cooperation with parents, district authorities, another school or other local institutions. As part of such a programme the following may be suggested:

- conferences for parents covering short and practical issues on supporting children’s development;
- seminars during which celebrities, invited by teenagers, will present different ideas of how to apply the principles of healthy lifestyle;

- interscholar seminars during which students may discuss the subject of practical ways of developing a creative lifestyle;
- interscholar anti-tobacco contest with valuable prizes;
- competitions and exhibitions of artistic works promoting a healthy life style (with valuable prizes);
- exhibitions of books and magazines concerning the promotion of health;
- students collecting press cuttings about the effects of addictions and information on how to prevent smoking so that this information may be printed on posters and distributed among the local community.

After-school clubs. Institutions of that kind may help students learn and spend their free time in a good way. After-school clubs should provide care for children from lower as well as higher classes. Teenage volunteers are welcome to join.

Support groups for students to develop their interests aim at eliminating boredom and showing alternatives to their previous lifestyle and ways they used to spend their free time. There should be a few special interests groups, clubs and laboratories in schools, depending on finances, personnel as well as the students' interests. Such groups should be led by teachers or volunteers in accordance with their own hobbies and the participants' interests, as participation in such classes should be voluntary. Students should have their free time organized not only after classes but also during summer and winter holidays (summer and winter camps). Example suggestions as to how to fill students' time are as follows: organizing a sports club, tourist club, chess section, computer section, scientific section, film club, artistic classes (drama, music, dance), tailor's shop, automotive section, social initiative section (bringing help to the local community), first aid section.

Psychological counselling for students. The promotion of health should be strengthened by a school pedagogue or psychologist who should take care especially of the children who have difficulties in (Kozdrowicz 1993, pp. 21-22):

- learning - for example concentration difficulties, deficits in learning ability, lack of faith in oneself, lack of success despite a tremendous amount of effort, strong fear of assessment, little motivation to learn;
- functioning in the family - for example no approval or expressing feelings, limited freedom, excess of tasks, conflicts between the parents, breakdown of the family, one parent's alcoholism, lack of space for learning and playing;
- interpersonal contacts - for example combativeness, group rejection, the feeling of loneliness.

Encouraging students to involve in youth movements existing inside the local community. The promotion of involvement in such groups constitutes a significant help in shaping teenagers' social and moral attitudes, because the aim of such communities is to facilitate the physical, intellectual, emotional and moral development of their members. Functioning in a given society imposes an obligation on individuals to determine their attitude towards the events happening in the social world. In order to be capable of such assessment, one needs a frame of reference, which more often than not is based merely on material or economic values – whereas the condition for a unifying philosophy to come into being is the occurrence of prime values in man's outlook on life, which specify his aims in life as well as motivate him to adopt conscious attitudes towards the surrounding reality (Kościuch 1984, p. 50).

The shaping of teenagers' moral and ideological attitudes may be strengthened by cooperation between the school and youth religious communities because the Church in its preventive and educational activity aims at developing each person's mature personality. Preventive activity of the Church is concentrated especially on those who are at risk of losing or who have already lost human values such as love, truth, good, justice, sense of human dignity and freedom (Cekiera 1986, p. 207). The Light-Life movement is an example of such formative youth community. Its founder, Rev. F. Blachnicki (1986, p. 35) suggested realising the personalistic concept of educating teenagers which leads to growing in maturity among peers. In 1973, during the First National Congregation, the fundamental aim of the movement's activity was formulated – to bring up a "New Man", who is free of enslavement, who fulfils Gospel tasks in his everyday life and who grows up to mature Christianity. Being a member of the movement involves weekly meetings in small groups, retreats and summer holiday trips. The formative peer group exerts a positive influence on its members because they share the same values and standards of behaviour, they accept their roles which result from the formal and informal structure of the group, they have good relations with each other – cooperation and active participation are particularly appreciated (Słomińska 1986, p. 16). Getting involved in such groups enables one to shape his mature outlook on life, develop his own hierarchy of values, form the ideal of his "self" and to internalize socially accepted norms of conduct (Kościuch 1984, p. 39).

The second goal – organizing classes for people experimenting with smoking – may be achieved through self-help groups, peer counselling programme as well as information and educational workshops. When fulfilling the above mentioned tasks, one should consider the fact that school is not isolated from the environment. Therefore, school programmes should

be enhanced by close relations to the students' home and by supporting youth organizations' initiatives which may help in organizing their free time (Adamowicz 1990, p. 234).

Self-help groups. Their task is to create communities in which teenagers help one another with their problems (Rosenhan 1994, p. 312; Riessman, Carroll 2000, pp. 38-44). Discussing common problems makes young people realize that other people experience similar difficulties. Moreover, functioning in a self-help group encourages them to look for common solutions to their problems. The identification of students who are to become members of such groups may be made on the basis of individual contacts between the school pedagogue and the students. The activity of self-help groups is based on a few important principles (Pospiszyl 1998, pp. 92-94):

- principle of egalitarianism – the group does not have a hierarchical structure;

- principle of democracy – the power is exercised by the self-government, which has been chosen by the community;

- full participation principle – a person is voluntarily active in the group, has to overcome his passivity and apathy so that other members' affairs are as important as his own;

- realism and naked truth principle – the fullest possible elimination of defensive mechanisms from the behaviours of the community members so that teenagers do not defend their behaviours but take full responsibility for their conduct;

- permissiveness principle – acceptance of each member's behaviour with simultaneous pressure exerted on him so that he changes his behaviour and adapts it to the others' behaviour.

Peer counselling programme. Its most important goal is to prepare young people who enjoy their peer environment's trust to become good listeners who are capable of providing support and who can give their peers essential information in difficult situations (Gaś 1994b, p. 107-108). In order to introduce a peer counselling programme, the following tasks need to be completed:

- identifying students and teachers who enjoy young people's trust;
- ensuring the selected leaders the development of communicative skills, competence in taking decisions, in solving problems and other activities which are to help others;

- planning activities in which the counsellors may use their skills;
- providing the peer counsellor with support during the realization of the programme.

Information and educational workshops. Teenagers from the group at risk of addiction to tobacco should obligatorily participate in this kind

of classes. Thanks to such workshops, students should grow accustomed to school requirements. The scope of workshops should encompass the issues connected with self-portrait, fulfilling needs, interiorization of prosocial values, managing in difficult situations, making decisions. Information and educational workshops should be conducted by specialists in psychological help.

4. Adjustment of the Programme to the Implementation Capacity of Schools

In subsequent steps of planning a school preventive programme one should consider the following:

- the time it takes to fulfil each of the tasks,
- the way of recruiting students,
- the way in which to motivate and involve the group,
- the assessment of the activities which are being carried out,
- the people essential to the fulfilment of individual tasks,
- materials, housing and financial requirements,
- potential threats to the fulfilment of the programme.

As it has already been mentioned, school is “anchored” in local community. Therefore, as part of its preventive activity, its headmaster may turn to local authorities and institutions that carry out preventive programmes (for example social organizations, foundations, churches and/or religious associations) for help.

Determining the criteria of assessment of the programme’s effectiveness as well as appointing the date of the evaluation constitute very important elements of each programme. Diagnosing the effectiveness of the employed strategies should be based on the information obtained in the preliminary diagnosis. The evaluative methods adopted in the assessment should include questions concerning the following:

- change in the students’ attitude towards smoking,
- the students’ knowledge of the causes, course and effects of nicotine addiction,
- the students’ membership in formal groups in the local community,
- the way the students make use of their free time,
- increase in competence in different fields of the students’ interests,
- positive strategies of managing stress developed by the students,
- change in parents’ attitude towards smoking,

- parents' knowledge of nicotine addiction,
- increase in parents' competence in monitoring and supporting their children,
- increase in teachers' preventive competence.

The participants of the programme – students, parents and teachers – should be thoroughly informed about the effectiveness of the preventive strategies that they have been subjected to. Whereas the executors of the programme should use the conclusions they have reached in the evaluation in such a way so as to eliminate the ineffective strategies and introduce essential modifications in the tasks of future preventive programmes.

The last element of the programme consists in **formulating the final plan of action**. The written form should contain a schedule concerning:

- the fulfilment of individual tasks
- by the assigned executors
- in a specified period of time
- in relation to specific participants.

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